

New Title I Coordinators Training

Title I Team

Office of Federal and State Accountability

July 30, 2013

Agenda

- *Welcome and Introductions*
- *ESEA Background and Purpose*
- *ESEA Waivers*
- *Title I On-Line Application*
- *District Set-Asides*
- *Allowable Use of Funds*
- *Comparability Report*
- *Supplement, Not Supplant*
- *Maintenance of Effort (MOE)*
- *Family Engagement*
- *Choice and SES*
- *Questions*

Welcome and Introductions

Roy Stehle

Director of Federal and State Accountability

ESEA Background and Purpose

Roy Stehle

Director of Federal and State Accountability

Title I

- Title I is the first title in the ESEA of 1965 as reauthorized as the NCLB Act of 2001.
- Title I is the largest federal aid program for K-12 schools.
- The purpose is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Title I

- South Carolina receives over \$200 million in Title I funds.
- The vast majority of funds are allocated to districts, and through districts, to schools.
- Title I is designed to support state and local school reform efforts.
- Title I is designed to support teaching and learning for students who are most at risk of not meeting state standards.

Title I

- Title I Coordinators have a **major responsibility** to see that the funds that flow to the districts are used for the educational purposes intended in the law.
- Title I Coordinators have a **major role** in overseeing that the funds are spent to be in compliance with applicable law, regulations, and guidance.
- Title I Coordinators need to be well versed in both program and compliance.

Title I

- Title I Coordinators need to be up to date on the latest in education reform efforts and to understand curriculum and instruction.
- Title I Coordinators need to know the law, the regulations, and guidance related to Title I.
- Title I Coordinators also need to be familiar with EDGAR, OMB Circulars A-87 and A-133.

Title I

Tips to survive:

- Learn federal programs from multiple perspectives.
- Understand and control your budgets.
- Tap outside resources.
- Train your staff and those you work with.
- Be visible — be the Title I expert.
- Seek help from veterans.
- Work with your SEA staff.

Questions



ESEA Waivers

Steve Abbott

Office of Federal and State Accountability

Timeline

- The waiver impacted accountability for state testing in:
 - 2012
 - 2013
- The waiver will have to be renewed for this school year
- Focus and Priority Schools are identified

Accountability Matrix

- Adds male and female subgroups
- Adds science and social studies
- Provides incremental credit for progress
- Gives graduation rate, math, and ELA performance the greatest weight
- Keeps percent tested in ELA and math

Accountability Matrix (high school)

	ELA	Math	Science	History	ELA % tested	Math % tested	Grad Rate
All							
Male							
Female							
White							
African- American							
Asian							
Hispanic							
Am Ind							
Disabled							
LEP							
FRL							

Weighting

	Performance Indicators				Additional Indicators		
	ELA	Math	Science	Social Studies	ELA % tested	Math % tested	Grad Rate
Elem/ Middle	35	35	5	5	10	10	n/a
High	22.5	22.5	5	5	7.5	7.5	30
District	22.5	22.5	5	5	7.5	7.5	30

Accountability Matrix (high school)

	ELA	Math	Science	SS	ELA % tested	Math % tested	Grad Rate
All	1	1	1	.9	1	1	1
Male	0	1	1	1	1	1	1
Female	1	1	1	1	1	1	1
White	0	1	0	1	1	1	1
African-American	1	1	1	1	1	1	1
Asian	.8	1	0	1	1	1	1
Hispanic	1	.6	1	1	1	1	1
Am Ind	is	is	is	is	is	is	is
Disabled	0	.2	1	1	1	1	0
LEP	1	1	1	1	1	1	1
FRL	1	0	0	0	1	1	0

Accountability Matrix

	ELA	Math	Science	Social Studies	ELA % Tested	Math % Tested	Grad Rate
Total # of points	6.8	7.8	7	8.9	10	10	9
Total # of objectives	10	10	10	10	10	10	10
Percent	68	78	70	89	100	100	90
Weighting	22.5	22.5	5	5	7.5	7.5	30
Weighted Points	15.3	17.55	3.5	4.45	10	10	22.5
Weighted Points Total							83.3
Grade							B

District and School Grading Scale

Weighted Composite Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89	B	Performance exceeds the state's expectations.
70-79	C	Performance meets the state's expectations.
60-69	D	Performance does not meet the state's expectations.
Below 60	F	Performance is substantially below the state's expectations.

Comparison of AYP Results and Proposed ESEA Waiver Method

AYP 2011-12		ESEA WAIVER - Simulation 2011-12	
	ELEMENTARY AND MIDDLE SCHOOLS (N = 757)	ELEMENTARY SCHOOLS (N = 531)	MIDDLE SCHOOLS (N = 226)
MET	27 %	91 %	82 %
NOT MET	73 %	9 %	18 %

Comparison of AYP Results and Proposed ESEA Waiver Method

AYP 2011-12		ESEA WAIVER - Simulation 2011-12
	HIGH SCHOOLS (N = 180)	HIGH SCHOOLS (N = 180)
MET	7 %	72 %
NOT MET	93 %	28 %

Priority and Focus Schools

- List will not change for 2013-2014 school year
- Numbers
 - 26 Priority (5% of Title I schools)
 - 52 Focus (10% of Title I schools)
- Set-asides
 - 20% for Priority
 - 10% for Focus

(20% Maximum)

Public School Choice

- All students in Priority and Focus Schools
- Any school that is not a Priority or Focus school may serve as a school of choice
- If a school no longer must offer choice
 - Use Title I funds (not the set-aside for priority or focus schools)
 - Notify parents
 - Pick up costs with other funds

SES

- Priority Schools
 - All students
- Focus Schools
 - Students who have not met an AMO in at least one subject
 - Students in the identified subgroup(s)
- Choosing Providers
 - District chooses 10

What the Future Holds

- Currently rewriting Principle 2
 - Cleaning up methodology
 - Rethinking system of support for priority, focus, and low performing Title I schools
- Complete resubmission in early 2014.

Questions



Title I Application

Robert Rykard

Office of Federal and State Accountability

Focus of this Presentation

- Overview of selected Areas of the LEA Application Pages 1-22 and schoolwide plans
- Time prevents a discussion of all areas – please refer to guidance in the completion and submission of the FY14 Application and
- Work with your program manager if you have any questions, issues, or problems – that is the core function of our jobs

Applicable Guidance

- LEA Identification and Selection of Attendance Areas
- Title I Fiscal Issues

Overview

- The application is on-line and is accessed through www.ed.sc.gov
- It is up to you to decide who in your district has access to the application. The district Web Access Coordinator can assign roles (Principal or Title I-SU for school user)
- You have a great deal of discretion in how your district chooses to use Title I funds

Page 1 – Cover Page

- Section 1-A Funding
- Carryover – estimated by the LEA (amount remaining from the FY13 Project) may include cents
- On Reserve – less than \$1 when added to makes the Total Requested a whole dollar amount
- New Grant Funds – distributed from SDE
- Total – total of all above

Section 1-A (Sample)	
1. FY13 Carryover	
On Reserve with LEA	
<u>\$ 106,851.86</u>	
On Reserve with SEA	
<u>\$.27</u>	
2. FY 14 Funds	
(New Funds)	
<u>\$ 929,229.87</u>	
3. Total Requested	
<u>\$1,036,082.00</u>	

South Carolina Department of Education
 Application for Grant to Meet the
 Special Educational Needs of Educationally Deprived Children
 Under Title I of Public Law 107-110

ANDERSON 02 2012**SECTION I - PROJECT REVIEW AND APPROVAL (To be completed by SEA)****SECTION 1-A - FUNDING (To be completed by LEA)**

1. STATE PROJECT NO. 12BA005	2. FISCAL YEAR ENDING September 2012	1. FY 2011 CARRYOVER ON DEPOSIT WITH LEA 70,010.00	ON RESERVE WITH SEA \$ 0.00
3. AMOUNT APPROVED \$0.00	4. DATE APPROVED 01/01/1900	2. FY 2012 FUNDS (NEW GRANT) \$747,133.00	
5. SIGNATURE (Authorized SEA Official)		3. TOTAL REQUESTED \$817,143.00	

SECTION II - CERTIFICATION AND STATISTICAL DATA (To be completed by applicant)**CERTIFICATION**

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on

06/14/2010

APPLICANT (LEGAL NAME OF SCHOOL DISTRICT) ANDERSON 02			NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Thomas T. Chapman Superintendent	
MAILING ADDRESS (STREET, CITY, OR TOWN) 10990 Belton Honea Path Highway, Honea Path			SIGNATURE	
STATE SOUTH CAROLINA	COUNTY ANDERSON 02	ZIP CODE 29654	TELEPHONE (with Area Code) 865-369-7364	DATE SIGNED 06/15/2010
NAME AND TITLE OF CONTACT PERSON Jan Bratcher Title I Coordinator			TELEPHONE NO. 864-369-7364	FAX NO. 864-369-4049
MAILING ADDRESS 10990 Belton Honea Path Highway, Honea Path			E-MAIL ADDRESS jbratcher@anderson2.k12.sc	
1. MAINTENANCE OF FISCAL EFFORT - Average per pupil expenditure, or aggregate expenditure, from non-Federal funds for two most recent Fiscal Years.				
A. For FY ending June 30, 2009		\$ 7,158.22	B. For FY ending June 30, 2010 \$ 6,726.33	
2. SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES (select all that apply)				
A. U.S. Census Bureau <input type="checkbox"/>		B. Free & Reduced Lunch <input type="checkbox"/>		
C. School Survey <input type="checkbox"/>		D. Other (Specify): None		

Carryover

- An LEA has considerable discretion in handling carryover funds, however the LEA may not use carryover to provide services in an ineligible school.
- Maximum carryover is 15% of LEA allocation from one year to the next.
 - Unless LEA allocation is less than \$50,000.
 - The SEA can waive percentage limitation (once every three years) if the LEA request is reasonable and necessary.
 - Funds transferred into Title I is added to the Title I allocation and increases the base in determining the 15% carryover limitation.

Plan Development

- Each LEA plan shall be developed in consultation with teachers, principals, administrators (include administrators of programs described in other parts of this title) and other appropriate school personnel, and with parents of children in schools served under this part. (Section 1112. Local Educational Agency Plans)
- Refer to Assurance #22 - Page 12
- Added to the Monitoring Process beginning in FY08
- Added to the Application for FY09



Together, we can.

Parents	Students	Educators
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
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DISTRICT TITLE I PLANNING TEAM

School Term: 2008 - 2009

DISTRICT TITLE I PLANNING TEAM: List the names of individuals that meet the requirements that "each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part." (Section 1112 (d)(1))

Name # 1	School #1	Name #2	School #2	Title
				Title I Parents(Name of School Child (ren) attends)
				Teachers and Name of Title I School
				Principal and Name of Title I School
				Administrator (Include other Federal Programs) and Title I
				Other School Personnel and Name of Title I School
Others:				
				
				
				
				
				
				

Page 2 - Eligible Attendance Areas

- School Attendance Area — area from which a school draws its students
- List all schools — every public and every charter school (K-12)
- List schools in rank order based on the percent of poverty (# free & reduced lunch students of total # students enrolled)
 - Free or Reduced Data from March School Food Service Report (excluding students not in kindergarten through 12th grade)
 - ADM on the 135th day (kindergarten through 12th grade)

USERNAME: JStanley -USER_DIST: 0402 - PRIV: AU

[LEA Plan Menu](#) | [2D Served Schools](#) | [Print](#)Page 2 **Eligible Attendance Areas****2012 Project**[All Schools](#)[Elementary](#)[Middle School](#)[High School](#)**Page 2 Eligible Attendance Areas****District: ANDERSON 02****SEA APPLICATION PAGE****Indicate Targeting Method**Target Percentage: **35.0%**

☒ 35% Rule ||
 ☐ District Average (used when serving any school <35% poverty) ||
 ☒ Grade Span % Poverty
☐ N/A One School Per Grade Span ||
 ☐ N/A Less than 1,000 Students

All Public Schools Grouping: ALL	Public School Enrollment (from 135 ADM report)	Children From Low Income Families (March School Food Service Report)	Percent Poor	Eligible School	Served School	Grand- father	
Do not include ages 3 & 4 in ADM + F/R Counts							
Honea Path Elem (PK-4)	505.79	295.00	58.32	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Save
Belton El (3-5)	480.17	279.00	58.10	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Save
Marshall Primary (PK-2)	453.23	260.00	57.37	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Save
Honea Path Mid (5-8)	477.27	251.00	52.59	X	<input type="checkbox"/>	<input type="checkbox"/>	Save
Belton Middle (6-8)	481.66	251.00	52.11	X	<input type="checkbox"/>	<input type="checkbox"/>	Save
Belton Honea Path High (9-12)	1039.11	476.00	45.81	X	<input type="checkbox"/>	<input type="checkbox"/>	Save
Wright Elem (PK-6)	191.15	69.00	36.10	X	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Save
District Totals	3628.38	1881.00	51.84				

[LEA Plan Menu](#) | [2D Served Schools](#) | [Print](#)Page 2 **Eligible Attendance Areas**

Ranking of Schools

- A district must rank all schools (including charter schools) based on the percentage of low-income children attending each school.
 - Rank all schools from highest poverty percentage to lowest. (application does this)
 - Do not count pre-K students

Ranking of Schools

- A district must determine the number of low-income students in their schools by using one of the following methods:
 - The # of children receiving free and reduced-priced lunch
 - The # of children in poverty ages 5-17 as counted in the most recent census count
 - The # of children eligible to receive medical assistance under the Medicaid program
 - A composite of any of the above

Ranking of Schools

- A school's poverty percentage is determined by the following:
 - The # of free and reduced-priced lunch students (based on the March count reported by your district to SDE); and
 - Enrollment as determined by the 135 ADM (average daily membership) count.
 - $\# \text{ of free \& reduced lunch students} / 135 \text{ ADM} = \text{poverty \%}$

Ranking of Schools

- Determining Poverty % for Charter Schools
 - If the charter school serves lunch, use the free and reduced lunch data
 - If the charter school does not serve lunch, obtain comparable poverty data from a survey; or use proportionality
 - The district must be consistent in the method it uses to collect poverty data for charter schools.

Determining Eligible Schools

- Two methods to determine eligible schools:
 - Any schools whose poverty percentage meets or exceeds 35% (35% rule, p. 5 of guidance);
or
 - Any school whose poverty percentage meets or exceeds the district-wide poverty percentage (district average, see p. 4)

Serving Eligible Schools

- The district must serve all schools above 75% poverty in rank order, regardless of grade-span. If funds remain the district may:
 - Continue serving eligible schools in rank order;
 - or**
 - Serve eligible schools by grade span in rank order.

Serving Eligible Schools

- Special Rule: Districts with one-school per grade span or less than 1,000 students
 - Are not required to rank schools so may serve eligible school(s) without regard for ranking

Allocating Title I Funds to Schools

- A district is not required to allocate the same per-pupil amount to each school, but must allocate an equal (or higher) per-pupil amount to a higher poverty ranked school than to a lower ranked school.
- Exception: one school per grade span & less than 1,000 students

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[LEA Plan Menu](#) | [View Eligible Schools](#) | [Print](#)Page 2D **Allocation to Eligible Schools****2012 Project**[All Schools](#)[Elementary](#)[Middle School](#)[High School](#)**III. Allocation to Eligible Schools****District: ANDERSON 02****SEA APPLICATION PAGE**

Served Schools Grouping: ALL	Enrollment	Percent Poor	No. Poor			Per Pupil Allocation	Public School Allocation	Private School Allocation	Total Allocation	
			Public	Private	Total					
Honea Path Elem PK-4	505.79	58.32	<input type="text" value="295.00"/>	<input type="text" value="0.00"/>	295.00	<input type="text" value="612.00"/>	\$180,540.00	\$0.00	\$180,540.00	<input type="button" value="Save"/>
Belton El 3-5	480.17	58.10	<input type="text" value="279.00"/>	<input type="text" value="0.00"/>	279.00	<input type="text" value="611.00"/>	\$170,469.00	\$0.00	\$170,469.00	<input type="button" value="Save"/>
Marshall Primary PK-2	453.23	57.37	<input type="text" value="260.00"/>	<input type="text" value="0.00"/>	260.00	<input type="text" value="611.00"/>	\$158,860.00	\$0.00	\$158,860.00	<input type="button" value="Save"/>
Wright Elem PK- 6	191.15	36.10	<input type="text" value="69.00"/>	<input type="text" value="0.00"/>	69.00	<input type="text" value="610.00"/>	\$42,090.00	\$0.00	\$42,090.00	<input type="button" value="Save"/>
Served School Totals	1630.34	55.39	903.00	0.00	903.00	2444.00	\$551,959.00	\$0.00	\$551,959.00	
						Total on page 2C	\$551,959.00			

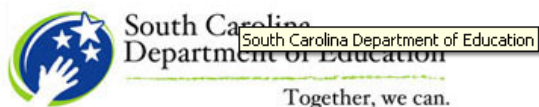
[LEA Plan Menu](#) | [View Eligible Schools](#) | [Print](#)Page 2D **Allocation to Eligible Schools**

Allocating Title I Funds to Schools

- If the district is serving schools below 35%, thereby utilizing the “District Average” method to determine eligible schools:
 - Must allocate at least 125% of the district’s per-pupil amount to each served school (see page 9 of guidance)

LEA Reservation of Funds

- Must be determined through consultation.
- Must be a part of the consultation with private school officials.
- Must ensure equitable services to private school children.
- Must be based on a needs assessment for “authorized” district-wide activities.
- Must not be used to distort the per-pupil amount in served schools (“poverty is the only factor in which an LEA may determine funding”).



South Carolina Title I Application

AIKEN - Title I Regular - 2011

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Go to Page: [5], 6, 7, 8, 9

Title I Local Educational Agency Plan

Page 5

District: AIKEN

1. Describe how this plan has been coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

The Title I Student Services program includes provisions to allow these staff people to service homeless families not only in Title I schools, but in non-Title I schools. Referrals from teachers and administrators will alert Student Services personnel of students and families who may benefit from

2. Describe any high-quality student academic assessments, if any, to be used **in addition*** to the academic assessments described in the state plan under section 1111(b)(3), that the local educational agency and schools served under this part will use -

(*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)

- a. to determine the success of children served under this part in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards described in section 1111(b)(1)(D)(ii);

N/A

- b. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet state student achievement academic standards and do well in the local curriculum;

The District goes beyond the State testing program. Measures of Academic Progress (MAP) is used in all Title I schools in the fall, winter, and spring with an optional summer administration. Teachers use student results on these formative assessments to shape instruction to better prepare students for the

South Carolina Title One Application - Windows Internet Explorer

https://apps.ed.sc.gov/apps/TitleOne/index.cfm?fuseaction=leaParentPolicy.recordView

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South Carolina Title One Application

South Carolina Department of Education
Together, we can.

South Carolina Title I Application

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LEA Parent Involvement Policy Page 10

District: AIKEN

Insert below the district's policy of Parent Involvement, which has been developed jointly with, agreed upon with, and distributed to the parents of participating students. This policy should reflect those requirements of Section 1118 of Title I, Part A.

Title I District Parent Involvement Policy

In support of strengthening student academic achievement, each school district receiving Title I, Part A funds jointly develops with and distributes to parents a written parent involvement policy that contains required information of the Elementary and Secondary Education Act (ESEA) of 1965. This parent involvement policy establishes the district's expectations for parent involvement and describes how the district will implement a number of specific parent involvement activities.

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Done

start 2 Microsoft Office P... South Carolina Title O... Add Network Local Disk (C:) Local Disk (C:) 7:36 AM

Assurances

- Check the boxes
- Fill in the information
- When the superintendent logs in to submit, his or her electronic signature will automatically be the one on record

Questions





District Set-Asides

Robert Rykard

Office of Federal and State Accountability

What are District Set-Asides?



Definition:

Reservations for district-wide activities that are taken from the current year Title I allocation prior to distributing funds to schools.

Types of District Set-Asides

Required Set-Asides:

1. Parent Involvement - One percent (1%) of the current year allocation must be reserved (if current allocation is \$500,000 or more).
 - Ninety-five (95) percent of the 1% for Parent Involvement **must** be allocated to Title I schools.
2. Homeless - District **must** set aside funds for homeless (no pre-determined percentage is required).

Required Set-Asides (Cont.):

3. Public School Choice/SES

- a) Priority Schools – District must set aside 20% of current year allocation (offered to all students for both Choice/SES)
- b) Focus Schools – District must set aside 10% of current year allocation (offered for all students for Choice and students not meeting proficiency for SES)
- c) Both Priority/Focus – Defer to Priority requirements and set aside 20%
- d) If lesser amount is needed, complete request showing justification to submit lesser amount (work with project manager to complete this form).

Required set-asides (cont.):

5. Highly Qualified (HQ) Professional Development
 - A district whose teachers are not all HQ **must** set-aside funds (as needed) for professional development to obtain HQ status.
6. Other funds, such as Title II, may be used to meet this requirement (Listed separately on P. 2C).

Non-required Set-Asides:

1. LEA Administration: Used for funding administrative staff, supplies, equipment, travel, etc. at the district level for Title I administrative purposes.
2. Other — Summer school, pre-school programs, intersession programs, additional professional development, school improvement, etc.).
 - * Activities must be in Title I schools only, except pre-school programs.

Page 2-C “District Set-Asides”

- Reflects:

District’s total requested amount

Minus district’s set-asides

Equals the amount available to allocate to schools.

DISTRICT SET-ASIDES/SCHOOL ALLOCATIONS		Schools At or Above 35% Poverty
Section I	New Title I Allocation \$ _____	Per Pupil Cost Calculation
	TOTAL REQUESTED (FROM SECTION 1-A, #3) \$ _____	
Less Set-Asides, as applicable:		Explain process to be used and show figures as to how the per pupil will be applied: LEA Total Requested less Set Asides divided by poor Count in eligible schools; LEA chosen per pupil amount; poverty bands.
	LEA Administration \$ _____	
	*Parent Involvement \$ _____	
	(1% minimum of allocation - 95% of the 1% must be allocated to schools)	
	Homeless and Neglected/Delinquent \$ _____	
	(Funds must be set-aside for homeless students)	
	School Improvement (20% of allocation, even if only Choice or SES)	
	Transportation for choice** (5-15%) \$ _____	
	(must be 20% for LEA with Newly Identified schools only)	
	Supplemental Services or SES** (5-15%) \$ _____	
	District Improvement (10% of the allocation) \$ _____	
(10% of school allocation reserved for staff development due to school improvement status may be included in amount needed for 10% of district allocation. Indicate portion from school allocation counted if applicable: \$ _____)		
	Highly Qualified Professional Development***	
	(5% of allocation unless a lesser amount is needed)	
	\$ _____	
If other fund sources are used for professional development list the source and amount		
Funding Source	Amount	
Other—List:	\$ _____	
	\$ _____	
	\$ _____	
	TOTAL SET-ASIDES \$ _____	
	TOTAL AMOUNT TO BE DISTRIBUTED TO SCHOOLS \$ _____	
(Total Set-Asides + Amount to be distributed to Schools = Total Requested)		
	TOTAL TO BE DISTRIBUTED TO SCHOOLS \$ _____	

TOTAL TO BE DISTRIBUTED TO SCHOOLS \$

***If all teachers and paraprofessionals meet the highly qualified requirement, put N/A for not applicable.

District Set-Asides

Page 2-C Addendum

- Purpose of the addendum is to explain the activities and uses of funds for the various set-asides and to attest that supplanting is not evident.
- Adequate details that specifically explain the requested use of funds must be provided in the activities column.
 - Remember, the plan is available to the public so be specific enough to justify the use of funds and put the amount into context.

Page 2-A or 2-C Addendum

District Set-Aside Activities

To be submitted in the fall with change pages or an amendment, following the district's receipt of the final Title I carryover.

District Set-Aside Activity Include Staff Development / Supplement, Not Supplant Statement (if applicable)	Use of Funds	Projected Activity Cost
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		
Check One: <input type="checkbox"/> Required <input type="checkbox"/> Supplemental		

Other important points-District set-asides (Instructional Programs)

1. If the district is reserving funds as a district set-aside to provide instructional and related activities for Title I schools, it **must** also provide from those funds equitable services to eligible private school children. (examples of activities: parental involvement, professional development, summer school.)

2. If a district reserves Title I funds for teachers and paraprofessionals to become highly qualified or other professional development needs the district must provide equitable services from these funds to teachers of private school participants from these reservations.

3. Because the reservation of funds by an LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as a part of the LEA plan, what reservations are needed.

This issue must also be a part of the consultation with private school officials before an LEA makes any decisions regarding these reservations.

4. Remember that poverty is the only factor on which a district may determine funding. In other words, an LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor.

Supplemental District Set-asides

Guiding principles- All plans should be examined to determine if supplement, not supplant will be violated.

- Activities, programs or interventions should be examined to see if they fit best in a school allocation or as a district set-aside.
- Have rationale or justification for placing the funding for programs, activities, or interventions in a district set-aside instead of allocating funds directly to the schools.

Supplemental District Set-asides

- USED monitoring of states have resulted in findings of district set-asides where funds were used or distributed to schools without regard to poverty or per pupil allocation (PPA).

Supplemental District Set-asides

- Rationale for set asides should be apparent.
(Examples- LEA Administration, district sponsored Title I summer school program held at one site serving several schools, Pre-K).
- Note:-If the district is serving private schools then these schools need to be consulted as well when planning supplemental set-asides.

Supplemental District Set-asides

- Set-asides for the purchase of supplies and technology without being tied to an allowable activity, program, or intervention are not allowable.

Supplemental District Set-asides

Examples of Allowable Set-Asides:

- LEA administration including indirect cost
- Preschool programs
- Parent Involvement above the 1%
- Specific program strategies at Title I schools
- District wide staff to work at Title I schools
- Supplemental nurses/social workers
- District interventions at Title I schools that are “Focus”, “Priority” or by Federal Accountability Grade, such as schools earning a “D” or “F” rating.

Supplemental District Set-asides

Examples of Allowable District Set-Asides:

- Job Embedded PD (Instructional Coaches for example) at Title I schools or subset of Title I schools with identified needs.
- Extended learning time for Title I schools.

Questions





Time for Lunch !

Supplement, Not Supplant

Roy Stehle

Office of Federal and State Accountability

Supplement, Not Supplant

According to federal guidance:

LEAs may use Title I funds only to supplement or increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs.

Supplement, Not Supplant

~In English Please~

~ Title I funds should be used in addition to state or local funding and not in the place of state or local funding.

~ Title I funds should not be used **to meet** other federal requirements (Title III, IDEA, etc.)

How to Determine if Activities are Supplemental

- Testing for Presumptions of Supplanting:
 - Is it required by the state, district, or another federal source?
 - Are the same services provided for in non-Title I schools or students with (non-supplemental) state/local funds?
 - Were these activities paid for in prior years with state/local funds?

Other Questions to Consider

- Are the Title I schools receiving similar services provided for by state/local funding as non-Title schools?
- Are Title I schools receiving their “fair share”?
- Are the Title I schools being treated comparably (similar positions, technology, etc.)?

Supplanting Defense/Rebuttals

- Similar activity is funded in a non-Title school with supplemental funding, such as:
 - Technical Assistance (TA)
 - State At-Risk Funding
 - Palmetto Priority School
 - Discretionary Grant
 - Possibly, other funds that all schools are not eligible for

Supplanting Defense/Rebuttals

- Activities funded in prior year with state/local funds
 - However, the state/local funds used to pay for activities were reduced/eliminated and during budget prioritization the activities are to be eliminated
 - Document in Board agendas, minutes, etc.
 - Document via directives from the state (funding levels, allocations, etc.)
 - Budget reports/meetings

Supplemental Title I Activities

- Common supplemental uses of Title I funds:
 - Decreasing class size (below state requirements)
 - Providing extra supplies/materials
 - Providing additional professional development
 - Extending learning time (before/after school or summer school)
 - Funding extra support services - nurses, guidance counselors, etc.

OMB Circular A-87 Cost Principles

- To be allowable, a cost must generally:
- 1. be necessary and reasonable for the proper and efficient performance and administration of the grant award (a cost is generally reasonable if, in nature and amount, it does not exceed that which would be incurred by a prudent person under the similar circumstances at the time the decision was made to incur the cost);

Questions



Allowable Use of Funds

Roy Stehle
Office of Federal and State Accountability

Allowable Use of Funds

Levels of Complexity:

- OMB Circular A-87 Cost Principles – Basic allowability
- EDGAR Part 76 – General allowability for the USED
- ESEA Law and Regulations
- ESEA Program Guidance
- USED Policy Letters

OMB Circular A-87 Cost Principles

To be allowable, a cost must generally:

1. be necessary and reasonable for the proper and efficient performance and administration of the grant award (*a cost is generally reasonable if, in nature and amount, it does not exceed that which would be incurred by a prudent person under the similar circumstances at the time the decision was made to incur the cost*);

OMB Circular A-87 Cost Principles

2. be allocable to a specific allowable cost under the cost principles;

3. be authorized or not prohibited under State or local laws or regulations;

4. conform to any applicable statutory or regulatory limitations;

OMB Circular A-87 Cost Principles

- 5. be consistent with policies, regulations and procedures that apply uniformly to both Federal awards and other activities of the governmental unit;
- 6. be accorded consistent treatment;
- 7. be determined in accordance with generally accepted accounting principles (GAAP);

OMB Circular A-87 Cost Principles

- 8. not be included as a cost or used to meet cost sharing or matching requirement;
- 9. be adequately documented.

OMB Circular A-87 Cost Principles

Compensation for Personnel Services

(includes salaries, wages, and fringe benefits)

Allowable if costs are reasonable, comparable for similar work, & charges are supported with time distribution records or other documentation as stipulated in OMB A-87.

OMB Circular A-87 Cost Principles

Entertainment Costs

- Unallowable - including amusement, diversion, social activities, and ceremonials and any costs associated with such.

OMB Circular A-87 Cost Principles

Equipment and other Capital Expenditures

- Allowable – as specified in OMB A-87

Meetings and Conferences

- Meetings and Conferences are allowable as specified in OMB A-87

Allowable Costs

In deciding whether a cost is allowable, you need to decide if it fits the grant program. Do your homework as not everyone you talk to will have the “right” answer. Look at flexibility as what you want to do may not fit one grant program but may fit another program. Be able to “defend” your position and your decision.

Allowable Costs

If you are unsure about the whether a cost is allowable — always check with your district's Finance Office. If your Finance Office supports your view, then you will be reasonably able to support your decision to an auditor.

Allowable Costs

For general allowable costs/activities, please call your Title I contact.

There is no single list of allowable Title I or ESEA activities.

The best guidance currently is the Title I Use of ARRA Funds Guidance from September 2009.

Questions



Comparability

David Boison

Office of Federal and State Accountability

Comparability

- Comparability means **FAIRNESS**

Comparability

- **Required** by NCLB, Section 1120A(c)

Comparability

- Required **every year** you receive Title I funding
- **Unless:** one school per grade span
- **Or:** One large school and one small school

Comparability

- Complete by **NOVEMBER 15**
- Comparable by **JANUARY 15**

Comparability

Federal criteria =

- district-wide salary schedule
- district policy to ensure equivalence of staff
- District policy to ensure equivalence in materials and supplies
- **Assurance # 27!!!**

Comparability

Federal criteria (continued)

- Test
- SDE picks the test
- In SC the test = student:teacher

Comparability

- If student:teacher does not work:
- Adjust funding source
- Move people
- Use another method (contact SDE first)

Comparability

PROCEDURE:

- Must count students and teachers **ON SAME DAY!**
- Compare Title I schools by grade spans you serve
- Compare non-Title I to Title I schools or:
- If all Title I schools, compare least poor to most poor

Comparability

PROCEDURE: (continued)

- Count students using districts **ADM** program
- Count allowed staff (see handout for list) using best possible system (ex. personnel or finance)
- Do not count 3 or 4 year olds

Comparability

PROCEDURE: (continued)

- Source data must be **verifiable** by auditor
- Social security numbers and salaries are **not** needed
- A K-8 school can be counted as one K-5 and one 6-8 school
- A K-2, 3-5 or similar school can be excluded if only one in district

Comparability

PROCEDURE: (continued)

- Use SDE form (see handout, page 9)

or

- District produced form (as long as all information is included)

Questions



15 Minute Break



Maintenance of Effort

Karen Cook

Office of Federal and State Accountability

What is MOE?

- Maintenance of Effort (MOE) is a federal requirement that requires grant recipients and/or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.



The Underlying Principle

- The district is responsible for maintaining effort in providing a free public education to all students from year to year.
- Title I is *in addition* to the required education that all students receive.

Purpose

- To ensure the recipient of federal funds does not spend those funds in place of state and local dollars.
- To ensure the recipient spends their state and local funds for the same activities that would be provided if federal dollars were not available.



“Meeting” MOE

- MOE is based on the two previous years
- Districts meet MOE for 2013 - 2014 if:
 - 2012 state/local effort = is at least 90% of 2011
 - For example:

MOE for 2012: \$7,246.03

MOE for 2011: \$7,305.50

90% of \$7,305.50 = \$6,574.95

\$7,246.03 > \$6,574.95 so MOE has been met

Simple calculation of MOE: 2013-14 SY

A. Total LEA Expenditures for 2012

less:

- Federal Expenditures (Expenditures from Federal Awards)
- Capital Outlay
- Debt Service
- Portion of Pupil Activity Expenditures (Those related to Enterprise Activities or Trust and Agency activities).
- Intergovernmental

B. Take the net expenditures divided by the district's 135 ADM for the same school year.

C. Compare the calculated per pupil MOE amount to the second preceding year MOE to demonstrate that it is not less than 90%

Note:

- SEA must determine maintenance of effort most favorable to each LEA.
- Allocation reduction if an LEA fails to meet the MOE requirement
- The state has no authority to waive the MOE requirement. ED may waive the requirement for:
 - exceptional or uncontrollable circumstances, such as natural disaster
 - a precipitous and unforeseen decline in the financial resources of the State

Due to state/local budget reductions, meeting the
MOE 90% requirement may be much more difficult
to achieve!!!

Coordinate with district financial staff and the Office
of Federal and State Accountability to prepare!!!

Karen Cook
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Questions



Family Engagement

Jewell Stanley

Office of Federal and State Accountability

District Parent Involvement Policy

- ❖ Develop a [jointly](#) agreed upon written policy which establishes the district's expectations for parental involvement;
- ❖ Include the following required elements explaining how the district will:
 - a. Involve parents in the joint development of the LEA plan and school improvement,
 - b. Provide coordination and technical assistance to schools in planning and implementing effective parent involvement activities;
 - c. Build the schools and parents' capacity for strong parent involvement
 - d. Coordinate and integrate parental involvement strategies with other programs
 - e. Conduct an annual evaluation of the content and effectiveness of the policy
 - f. Involve parents in the activities of schools served under Title I

SAMPLE TEMPLATE*

District Wide Parental Involvement Policy

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA] There is no required form for those written expectations; however, this is a sample of what might be included.]

The name of school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

Compliance Documentation

- ❑ Copy of LEA Parent Involvement Policy with the revision month, date year
- ❑ Meeting agendas and sign-in sheets from LEA policy meetings with parents
- ❑ Proof LEA Parent Involvement Policy was distributed in multiple ways
- ❑ Parent feedback in the form of minutes from the LEA policy meetings
- ❑ Flyers, website announcements, message recordings or other meeting advertisements
- ❑ A revised parent involvement policy with revision month, date year

Meets Compliance	Advanced Implementation	Exceptional Implementation
<ul style="list-style-type: none">• Conduct a meeting jointly with parents of Title I programs annually to develop, discuss, revise and agree upon the LEA Parent Involvement Policy• Ensure all Title I parents have the opportunity to provide input on the LEA Parent Involvement Policy by providing several attempts to gather parent feedback.• Distribute and make available the revised LEA Parent Involvement Policy to all parents in multiple ways annually.	<ul style="list-style-type: none">• Establish school improvement efforts and student performance goals as the foundation for developing and revising the LEA Parent Involvement Policy.• Utilize parent leaders to co-facilitate the LEA Parent Involvement Policy revision meetings each year and then use them throughout the year to summarize and promote successes in student achievement as it relates to the LEA Parent Involvement Policy.	<ul style="list-style-type: none">• Develop a District-Wide Title I Advisory Council with parent membership from each Title I school in the district to guide and coordinate parent involvement programs throughout the district as outlined in the LEA Parent Involvement Policy.• Measure the impact of parent involvement on student achievement in the LEA Parent Involvement Policy by establishing a plan of work as well as a parent-school communications plan with measurable goals.

Parent Notifications

- Parents' Right to Know
 - At the beginning of the school year, parents must be informed of their right to request information about qualifications of teachers and paraprofessionals. (District)
 - If substitutes who are not highly qualified are used for four or more weeks, a letter must be sent to parents explaining the current classroom status. (Schools)

Parent Notifications

- Provide information to parents of students who have Limited English Proficient students about available programs, parent options, and program effectiveness. (District)
- Provide parents with information about schools identified as Focus or Priority Schools (District)

School Parent Involvement Policy

Each school must develop, jointly with parents, a written school-parental involvement policy that describes how the school will carry out the parental involvement requirements.

- Schools may amend current policy to reflect these requirements
- Any comment from parents not satisfied with this policy must be submitted with the Title I

School Level Requirements

- School Parent Compact
 - Remember to include:
 1. Parent-teacher conferences
 2. Frequent reports to parents on their child's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer

XYZ Elementary School

(School logo if available)

School-Parent Compact

The XYZ Elementary School learning community of teachers, support staff, administrators, and families, have written this compact to outline how the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Our School's Responsibilities

XYZ Elementary School administrators, teachers and support staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards as follows:

- Provide targeted academic and behavioral supports to students ensuring all subgroups of students meet their learning targets
- Ensure a safe environment conducive to learning
- Progress monitoring with formative assessments are used for all students to ensure all students make at least a year's growth in Reading and Math
- Curriculum is aligned to State Academic Content Standards
- Enrichment activities are provided to enhance and support higher - level learning

2. Hold parent-teacher conferences* in the first nine weeks each year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Scheduled conferences are held ____ (date) _____. Parents and teachers may also schedule conferences as needed throughout the school year.

3. Provide parents with frequent reports* on their children's progress. Specifically, the school will provide reports as follows:

- Interim Reports are sent home for parents to review four times a year, mid-quarter. Parents are invited to ask questions about their child's report.
- Report cards are sent home quarterly. Parents are invited to contact their child's teacher with questions.

4. Provide parents reasonable access to staff.* Specifically, staff will be available for consultation with parents as follows:

- Phone and voicemail
- E-mail
- Written notes in child's agenda (daily assignment log)
- One scheduled conference a year and additional conferences as requested by the parent or teacher.

5. Provide parents opportunities to support their child's education* and the education of all XYZ Elementary School students by participating in XYZ Elementary School as follows:

- Join children for lunch
- Chaperone field trips
- Observe classrooms
- Serving on the PTO
- Volunteering as a tutor, mentor or activity leader
- Assist in an area of the school such as our children's classroom, library and playground
- Attend school events such as Open House, performances, field day, etc.
- Help to review Title I plans and compacts/Participate on XYZ County School District committees

Principal's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

* Federally Mandated Assurances

Family Responsibilities

XYZ Elementary School families will support our children's learning in the following ways:

- Ensuring our children attend school and come to school on time
- Reading and signing student agendas daily
- Helping our children complete their homework to the best of their ability by:
 - Encouraging our children to do their best work
 - Helping our children understand directions for assignments
 - Talking with our children about learning and school in a positive way
 - Notifying the teacher when our child has difficulty completing homework assignments
- Keeping in contact with our child's teacher
- Attending our children's parent-teacher conferences and other meetings pertaining to our children
- Monitoring amount of television and the types of television programs our children watch
- Participating, as appropriate, in decisions relating to our children's education
- Promoting positive use of our child's time at home and in the community
- Staying informed about our child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

XYZ Elementary School families are able to participate in our school by:

- Advocating for our children
- Attending school events such as Open House, musical performances, field day, etc.
- Attending PTO meetings
- Volunteering as a reading tutor or mentor
- Assisting in an area of the school such as:
 - classrooms
 - library
 - school store
 - cafeteria
 - book fairs
- Helping to review Title I plan and compact
- Participating on XYZ County Schools District committees
- Attending School Board meetings

Parent(s)/Guardian(s) Signature: _____ Date: _____

_____ Date: _____

Student Responsibilities

Students will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, I will:

- Take responsibility for my own behavior
- Come to school with supplies, ready to learn and determined to do my best
- Cooperate, listen, follow directions and ask for help when I need it
- Complete and return all homework assignments
- Read every day outside of school time
- Return all materials that require a parent's signature
- Respect other students, adults and their property
- Take care of my school and do what I can to make it better

Student's Signature: _____ Grade: _____ Date: _____

2. Hold parent-teacher conferences* in the first nine weeks each year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Scheduled conferences are held ____ (date) _____. Parents and teachers may also schedule conferences as needed throughout the school year.

3. Provide parents with frequent reports* on their children's progress. Specifically, the school will provide reports as follows:

- Interim Reports are sent home for parents to review four times a year, mid-quarter. Parents are invited to ask questions about their child's report.
- Report cards are sent home quarterly. Parents are invited to contact their child's teacher with questions.

4. Provide parents reasonable access to staff.* Specifically, staff will be available for consultation with parents as follows:

- Phone and voicemail
- E-mail
- Written notes in child's agenda (daily assignment log)
- One scheduled conference a year and additional conferences as requested by the parent or teacher.

School Level Requirements

- Convene an annual meeting
- Conduct an annual evaluation of the parental involvement policy

Annual Parent Meeting

During the meeting, provide parents information about:

- Title I program
- School Choice
- AYP
- SES
- Curriculum
- Other information related to academic program
- Assessment

Be sure to document with meeting notices, agendas, sign in sheets and minutes.

[Section 1118 (c) (1)] Parent Involvement Guidance, D-5

Family Engagement Evaluation

Your school or school district:	Rarely	Some-times	Regularly	Always
• Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.				
• Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.				
• Holds an annual meeting to inform parents of children in Title I programs about the Title I program.				
• Provides resources such as books, videos, and newsletters that help with better parent participation at home.				
• Encourages and provides opportunities for family input into the design and development of the school-parent compact.				
• Schedules varied meeting times to accommodate parents' work and childcare schedules.				
• Provides parents with ideas on how to help their children with homework.				
• Thinks of the community as an extension of the family.				
• Provides opportunities for families to have input in the operations of the school.				
• Staff sees how diversity may be used to enrich learning experiences for students.				
• Uses information from parent and family surveys to design or change school procedures and programs.				

District & School Responsibilities

- Joint responsibilities include:
 1. Assistance and training for parents
 2. Parent literacy and education
 3. Helping parents with school work for their children
 4. Volunteering in classrooms
 5. Training school staff to work with parents

Reservation of Funds for Parental Involvement

- Districts must ensure that Title I schools:
 - Reserve at least **one percent** of the district's total Title I, Part A, allocation to carry out parental involvement activities for divisions receiving \$500,000 or more; and
 - Set aside at least 95 percent of the reserved funds to be distributed to participating schools.

Families play a powerful role in their children's education!

Overall Findings from 40 Years of Research...

When families are involved
children do better in school

AND

schools do better educating children.








Why Families Get Involved

Family members are more likely to become involved when they:

- Understand that they *should* be involved
- Feel *capable* of making a contribution
- Feel *invited* by the school and their children

Evolution of Parent Involvement

Parent Involvement		Family Engagement
Random Acts		Systemic
Events -driven		Student outcome oriented
Add-on		Integrated
No infrastructure		Sustainable over time
Compliance		Ownership and continuous improvement



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Parent Involvement

In 2001, the Education Elementary and Secondary Act of 1965 was reauthorized as the *No Child Left Behind Act* (NCLB) and provided a framework for educators, families and communities to work together to improve student achievement. The parent involvement provisions of Title I, Part A stress:

- shared accountability between schools and parents for high student achievement, including expanded School Choice and Supplemental Educational Services for eligible children in low-performing schools;
- local development of parental involvement plans with sufficient flexibility to address local needs; and
- building parents' capacity for using effective practices to improve their own child's academic achievement.

Parent Involvement Guidance, April 2004

A district may receive funds under Title I only if the district implements programs, activities, and procedures for the involvement of parents in Title I programs that are consistent with the requirements of Section 1118. Districts must plan and implement these programs, activities, and procedures with meaningful consultation with parents of children participating in Title I programs [Section 1118(a), NCLB].

Additional Resources & Information

- [Parent Involvement Non-Regulatory Guidance](#) (340 KB PDF)
- [District-wide Parental Involvement Policy Sample](#) (228 KB PDF)
- [Parent Involvement Complaint Procedures](#) (35 KB PDF)
- [Parent Involvement Policy Checklist](#) (30 KB PDF)
- [Parental Involvement Monitoring](#) (190 KB PDF)
- [School Parent Compact Template 2012-13](#) (478 KB PDF)

External Resources

- [USDOE Title I Improving the Academic Achievement of the Disadvantaged](#)
- [SEDL Parent Involvement Toolkit](#)

[Office of Federal and State Accountability](#)

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Questions



Choice and SES

Basil Harris

Jewell Stanley

Office of Federal and State Accountability

School Status Key

Focus

Identification: Lowest performing schools equal to 10 % of the Title I served schools based on total weights composite index scores – Primary Schools excluded

Sanctions: Public School Choice and Supplemental Educational Services

Set Asides: District with one or more Priority Schools must set aside 10% of their Title I allocations for Choice and SES unless a lesser amount is approved by the Office of Federal and State Accountability

Priority

Identification: Lowest performing schools equal to 5% of the Title I served schools based on total weights composite index scores – Primary Schools excluded

Sanctions: Public School Choice and Supplemental Educational Services

Set Asides: District with one or more Priority Schools must set aside 20% of their Title I allocations for Choice and SES unless a lesser amount is approved by the Office of Federal and State Accountability

Public Choice Requirements

- Parent Notifications
- Cooperative Agreement Requests
- District Website
- Districts Spending Less Than the 20 Percent Obligation

Intent and Spirit of Parent Outreach

Districts and Schools must ensure that parents understand NCLB guidelines/ESEA waiver and are able to make informed decisions to best meet the need of their children.

Focus and Priority Schools

Parent Notifications

- A statement that names the improvement status and meaning of the improvement status
- An explanation of how the achievement levels at this school compare to those of other schools in the district and state in terms of academic achievement of its students
- The reason(s) for the school being identified as a Focus or Priority School, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets
- The reason(s) for the school being identified as a Focus or Priority School, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets
- An explanation of how parents can become involved in addressing the academic issues that led to the school's status
- An explanation of what the LEA is doing to help the school address this problem
- An explanation of student eligibility to attend another school

Cooperative Agreement Requests

(E-10, E-11)

To the extent possible, LEAs must enter into cooperative agreements with other LEAs in the area (or with charter or virtual schools in the state) that can accept students as transfers.

District Website

(D-8, D-9)

An LEA is required to prominently display on its website the following information regarding Choice:

- The number of students eligible for Choice during 2012-13 and 2013-14 school years
- The number of students who participated in Choice for the 2012-13 and 2013-14 school years
- The list of available schools to which students eligible to participate in public school choice may transfer

Districts spending less than the 20% (Priority Schools) or 10 % (Focus Schools) obligation on Choice, SES and parent outreach must...

(K-1)

- Partner to the extent practicable, with outside groups to help inform eligible students and their families of the opportunity to transfer.
- Ensure that eligible students and their parents have a genuine opportunity to sign up to transfer to a school of choice.
- Maintain records that demonstrate it has met the criteria above.
- Notify the SEA that it has met the criteria and intends to spend the remainder of its 20 percent obligation on other allowable activities. (Submit required Assurance Form.)

Parent Notifications Format

- **A district must promptly notify parents directly:**
 - through regular mail or e-mail
 - through the district or school
 - and must also be disseminated through broader means of communication, such as the Internet, the news media, and public agencies serving students and their families
- **Basic Requirements:**
 - Uniform format (alternative format upon request)
 - Clear and non-technical language
 - If feasible, convey info to LEP parents in either written or oral translations that they can understand

Timeline

Office of Federal and State Accountability ESEA Flexibility Waiver Parent Notification Submission Timeline 2013-2014 School Year

Status	Required Document Submission to Office of Federal and State Accountability	Submission Date to OFSA
<p>Focus Schools</p> <p>Lowest performing schools equal to 10% of the Title I served schools with underperforming subgroups or large subgroup gaps – Primary Schools excluded</p> <p>Note: Districts Focus Schools must set aside 10% of their Title I allocation for Choice and SES unless a lesser amount is approved by the Office of Federal and State Accountability.</p> <p>Or</p> <p>Priority School</p> <p>Lowest performing schools equal to 5% of the Title I served schools based on total weights composite index scores – Primary Schools excluded</p> <p>Note: Districts with one or more Priority Schools must set aside 20% of their Title I allocation for Choice and SES unless a lesser amount is approved by the Office of Federal and State Accountability</p>	<p>Copy of written parent/public notification of school status containing the appropriate information as required by law to include information that details why the school is in the Focus or Priority status, and what the school will do to address factors that cause the school to be in the status, etc.</p> <p>Copy of written parent/public notification of Public School Choice containing the appropriate information as required by law (Notice to parents no later than 14 calendar days before the opening of school – on or before August 7, 2013) Note: Title I Public School Choice will be offered with transportation provided. As choice of at least two schools will be offered if available schools exist. Any school not identified as a Priority or Focus school may serve as a school of choice.</p> <p>Note: Status and Choice notifications may be combined into one document.</p> <p>Copy of written parent notification of SES containing the appropriate information as required by law (Provide information as early as possible in the school year and begin offering SES in a timely manner thereafter). See SES Required Documentation at the end of this timeline.</p> <p>Note: For Priority Schools, SES will be offered to all students at the school, not just to F/R lunch students as in the past. For Focus Schools, SES will be provided to students not meeting proficiency on state standards for ELA, math, and science at the school (not just to F/R lunch students as in the past).</p>	<p>September 6, 2013</p> <p>September 6, 2013</p> <p>January 24, 2014</p>

Please submit all Parent Notification letters no later than the date listed in the third column. Documentation should be delivered via mail, fax, or e-mail (PDF with appropriate signatures) to the attention of:

Jewell Stanley
South Carolina Department of Education
1429 Senate Street, Room 512 A
Columbia, SC 29202
Email – jstanley@ed.sc.gov
Phone: 803-734-8131 Fax: 803-734-3290

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SES District-School Notification to Parents

- An LEA should work to ensure that parents have comprehensive, easy-to-understand information about SES.
- Information regarding SES should be provided to parents (1) directly, through such means as regular mail or e-mail and (2) through broader means of dissemination such as the Internet, the media, and public agencies serving the student population and their families.
- Notification to parents should coincide with the established timeline for implementing SES.

SES District-School Notification to Parents

1. Explain how parents can obtain SES for their child in clear, concise language that parents can understand. The explanation must:

- Include who is eligible for services
- State why services are being offered to students at said school
- Be in a uniform format (including alternate formats upon request (Visual / Audio / Parent's Native Language))
- Be communication that is clearly distinguishable from other information regarding a school's achievement designation an LEA sends to parents

SES District-School Notification to Parents

2. Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning

- Describe the procedures and timelines that parents must follow to select a provider to serve their child
- Include where and when to return a completed application
- Include when and how the LEA will notify parents about enrollment dates and start dates
- Include whom to contact in the LEA for more information
- If an LEA anticipates that it will not have sufficient funds to serve all eligible students, it should also include in the notice information on how it will set priorities in order to determine which eligible students receive services

SES District-School Notification to Parents

3. Describe briefly the services, qualifications and evidence of effectiveness for each SES provider.

The description must also include:

- The subjects in which services will be provided
- Where and when each provider will offer its program
- How many sessions each provider will offer and how long each session will last
- The pupil/tutor ratio for each provider
- The qualifications of a provider's tutors, if available
- Whether a provider operating off-site will offer transportation for students and;
- Whether a provider is able to serve students with disabilities (IEP's) 504 Plans or LEP students

SES District-School Notification to Parents

4. Include an explanation of the benefits of receiving SES.

Districts are encouraged to include the following as benefits:

- Free tutoring that can be tailored to the particular academic needs of each participating student, at no cost to parents
- Parents are allowed to select the approved SES provider of their choice that best meets their child's academic needs and
- The student will be in a safe environment that makes productive use of their out-of-school time

SES Enrollment Criteria

- The SCDE encourages LEAs to provide more than one enrollment window, at separate points during the school year (at least six weeks apart), in order to expand SES enrollment opportunities for families, or to allow enrollment throughout the year.
- An open enrollment process that lasts throughout the school year would accommodate students who are newly enrolled in a school that is identified for improvement at the beginning of or during the school year and would also meet the criterion.

SES Enrollment Criteria

- LEA's should ensure that it meets all demand for SES from eligible students, consistent with the LEA's obligation to spend an amount equal to 20 percent of its Title I allocation for choice-related transportation, SES, and parent outreach and assistance.
- LEA's whose allocation for SES is greater than the historical demand for SES, may request other allowable use of SES funds only after all demands for SES have been exhausted and documented.

Resources

Websites

- Office of Federal and State Accountability
<http://ed.sc.gov/agency/ac/Federal-and-State-Accountability/>
- ESEA Flexibility Waiver
<http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm>

Handouts

- Desk Review of 2012-2013: ESEA Waiver Parent Notifications
- ESEA Flexibility Waiver: Parent Notification Submission Timeline

Questions



Questions and Answers Session

